

DOCUMENT RESUME

ED 051 600

EC 032 437

TITLE Visually Handicapped - Programs: Exceptional Child Bibliography Series.

INSTITUTION Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Feb 71

NOTE 15p.

EDRS PRICE MF-\$0.65 HC-\$3.29

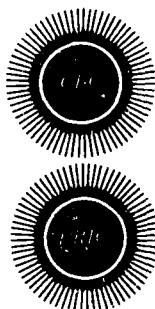
DESCRIPTORS *Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, *Visually Handicapped, Visually Handicapped Mobility, Visually Handicapped Orientation

ABSTRACT

The bibliography contains 53 references selected from Exceptional Child Education Abstracts concerning educational and home programing for visually handicapped children. One in a series of over 50 similar selected listings relating to the education of the handicapped or gifted, the bibliography cites texts for parents and teachers on topics such as mobility and orientation, programed instruction, legal considerations, physical education, career planning, recreation, and other topics relevant to the blind. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry, and author and subject indexes are included. (RD)

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VISUALLY HANDICAPPED--PROGRAMS

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing
Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of
Education for the Handicapped, US Office of Education, Department of Health, Education, and
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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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ABSTRACTS

ABSTRACT 10087

EC 01 0087 ED 013 511
 Publ. Date 30 Mar 65 102p.
AAIB National Conference on Pre-School Services for Visually Handicapped Children and Their Families (St. Louis, Missouri, March 28-30, 1965).
 American Assn. Of Instr. Of The Blind, Missouri
 EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; preschool children; children; community resources; evaluation; emotional development; identification; clinical diagnosis; parent counseling; child development; conference reports; medical evaluation; referral; community services; student placement; health services; Childrens Bureau

These 11 papers were presented at the American Association of Instructors of the Blind National Conference on Preschool Services for Visually Handicapped Children and their Families. Physicians, social workers, educators, and representatives of community services participated in the conference held March 28-30, 1965. in the keynote address, Elizabeth Maloney spoke on What are We Doing and What Can We Do For Visually Handicapped Preschool Children. Other papers presented were (1) Methods Used in Defining Blind Children in Greater Cleveland by Patricia Stone, (2) Identification and Evaluation of Infants and Children with Visual Defects--The Role of the Pediatrician by Gordon Bloomberg, (3) The Identification, Diagnosis and Evaluation of Eye Diseases by Philip Shahan, (4) Identification, Diagnosis and Evaluation by Robert McQuie, (5) Counseling with Parents of Blind Children--A Social Worker's Point of View by Marie Morrison, (6) Some Thoughts on the Emotional Development of Preschool Children by Thomas Brugger, (7) Children's Bureau Health Services for Children with Visual Handicaps by Alice Chenoweth, (8) Referral to and Use of Community Resources by Roy Davidson, (9) What Affects Blind Children's Development by Miriam Norris, and (10) Liaison with and Reporting to Schools by Randall Harley. (MY)

ABSTRACT 10089

EC 01 0089 ED 012 135
 Publ. Date 65 58p.
Pre-Cane Mobility and Orientation Skills for the Blind.
 Michigan School For The Blind, Lansing
 Michigan State Dept. Of Educ., Lansing
 EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; curriculum; blind; travel training; curriculum guides; skills; lesson plans; children; records (forms); visually handicapped mobility; visually handicapped orientation; elementary grades; skill develop-

ment; learning activities; resource materials

Units, activities, lesson plans, and resource materials to help elementary teachers reinforce instruction in basic pre-cane mobility and orientation skills are presented. Appendixes include definition of terms, orientation and mobility check list with teacher instructions, suggestions for guiding blind individuals, suggested summer activities in orientation, and mobility skills for primary and intermediate blind children. A 97-item bibliography is included, along with lists of instructional manuals and records. (CG)

ABSTRACT 10119

EC 01 0119 ED 016 318
 Publ. Date 67 21p.
Partially Seeing Program, 1965-1967.
 Lake Co. Special Educ. Dist., Gurnee, Illinois
 EDRS mf,hc

Descriptors: exceptional child education; personnel; administration; visually handicapped; partially sighted; administrator guides; itinerant teachers; adolescents; children; county school systems; program administration; program guides; Lake County

This administrative outline of the partially seeing program in Lake County, Illinois, presents the duties and responsibilities of the two itinerant teachers and their immediate supervisors. The program's philosophy, goals, history, and placement in the county's organizational structure are presented. The itinerant teacher's administrative responsibilities are listed. The organization of the partially seeing program, including its administration and each teacher's duties regarding new students, program materials, schedules, case loads, program files, and necessary forms, is outlined. The role of key supportive elements (such as other professional workers, parents, and volunteers) is described. Specific instructions for the itinerant staff regarding communications with students, parents, and staff, appointments, and personal conduct are included. (RS)

ABSTRACT 10196

EC 01 0196 ED 018 889
 Publ. Date Aug 66 62p.
 Couchell, Peter, Jr. And Others
The Value of Mobility Instruction as a Technique to Motivate Blind Individuals.
 Mecklenburg Assn. For Blind, Charlotte, N. C.
 EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; motivation; adults; young adults; older adults; travel training; instructional programs; demonstration projects; visually handicapped mobility

A 3-year demonstration project was designed to provide the blind with mobili-

ty instruction, to show agencies and communities the need for such instruction, and to obtain information about motivation and mobility. Of the 73 blind persons in Mecklenburg County (North Carolina) who inquired by individual application or were referred by other agencies, 14 males and 17 females, aged 14 to 70 years, participated in the mobility training. Following interviews with the caseworker and the peripatologist, the subjects were examined by an ophthalmologist to determine presence of residual vision, a physician to determine physical capacity, and an audiologist to determine ability to hear and to discriminate among sounds. After an interpretive interview explaining the course of instruction, the subjects began training. The subjects received an average of 22 individual hour training lessons. At termination of the lessons, 18 subjects could travel independently in residential areas (seven of these could travel in business areas also). Success in mobility apparently enhanced motivation to improve in other areas of social functioning. Most clients felt that daily lessons were more advantageous than longer lessons on alternative days. About 75 percent of the clients were satisfied with the long evaluation process which preceded the beginning of instruction. Over half of the clients who inquired did not take mobility training for various reasons, including rejection due to medical conditions, lack of interest, family objections, resignation of instructor, or emotional state. (KH)

ABSTRACT 10300

EC 01 0300 ED 017 106
 Publ. Date 67 108p.
Educating Visually Handicapped Pupils.
 New York City Board Of Education, New York
 EDRS mf,hc

Descriptors: exceptional child education; counseling; administration; visually handicapped; curriculum; blind; partially sighted; public schools; braille; educational methods; educational programs; guidance services; itinerant teachers; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided--language

arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for \$2.00. (CG)

ABSTRACT 10510

EC 01 0510 ED 022 290
Publ. Date 31 Mar 67 78p.

Luini, Eugene; Ryder, James
Mobility and Orientation Instruction of Blind Persons.

Association For The Blind Of Rochester And Monroe County, Inc., Rochester, New York

Vocational Rehabilitation Administration (DHEW), Washington, D. C.

EDRS mf, hc

VRA-1346-D

Association For The Blind Of Rochester And Monroe County, Inc., 439 Monroe Avenue, Rochester, New York 14607.

Descriptors: exceptional child research; visually handicapped; travel training; visually handicapped mobility; visually handicapped orientation; partially sighted; blind; children; mobility aids; demonstration projects; special services

A peripatologist taught 102 blind and partially sighted individuals of all ages mobility and orientation techniques. Volunteers assisted with transportation, followup, consultation, and direct teaching of mobility. Over a 3-year period, the number of lessons per client varied from one to 86, and the number of hours spent by the instructor in direct teaching of mobility declined. Only 25 of 420 new cases were referred for training. Evaluation of the project suggested that a master's degree was not necessary for an adequately trained mobility instructor, and that part-time people in general areas of service to the blind would be of more help than new specialists. Since of the clientele only 6 percent became candidates for travel with the sliding cane and only 1 to 2 percent for guide dogs, mobility answers for the majority of the blind must be found. Transportation of blind persons also remains a problem. Construction of the sliding cane is described and illustrated. The bulk of the report outlines the children's lesson plans (mobility instruction for protection and orientation, sensory training--cutaneous, and orientation to travel), mobility instruction lesson plans (inside and outside work, trips in the

local residential area, and the city), lesson plans for partially sighted, and hearing training. (KH)

ABSTRACT 10535

EC 01 0535 ED 022 311
Publ. Date 68 72p.

Fulker, Wilber H.; Fulker, Mary
Techniques with Tangibles; A Manual for Teaching the Blind.

EDRS not available

Charles C Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$5.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; concept formation; partially sighted; blind; instructional aids; sensory aids; three dimensional aids; manipulative materials; instructional technology

The production and use of tangible aids for teaching complete mental concepts to the blind are discussed. The Thermoform vacuum duplicating machine which produces teaching aids simulating pictures or drawings used by sighted children is described; and examples of Thermoform materials are cited, including Mendel's law, the maze, four stages of cell division, map of Pike's Peak, the human eye, house plan, campus map, earth science drawing, and others. Handmade apparatus and models discussed are the suspension bridge, the thermometer, the expressway interchange, model of the campus, the vacuum and pressure pump, the thermocouple, wave motion and magnets, electricity, the model water well, the solar system, and the soil erosion experiment. Other homemade techniques, variations of games, and adaptations of available teaching aids are considered, as are the following toy models, cutaways, and commercial products: plastic model kits, toy models, construction sets, magnetic boards, cutaway displays, war surplus items, the doll house, educational models and aids, the tangible moon, and tangible self-help dress kits. A discussion of teaching for greater meaning treats creative art work, the concept corner, the field trip, and the well rounded program. Thirty-one figures illustrate the various devices and aids described in the text. (DF)

ABSTRACT 10631

EC 01 0631 ED 024 191
Publ. Date Aug 68 132p.

Dorward, Barbara; Barraga, Natalie
Teaching Aids for Blind and Visually Limited Children.

American Foundation For The Blind, New York, New York

EDRS not available

American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 (\$2.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; numbers; number concepts; word recognition; discrimination learning; symbolic learning; sensory aids; braille; tactual perception; haptic per-

ception; associative learning; blind; partially sighted; manipulative materials

Illustrated instructions are provided for constructing 32 teaching aids. To be used with blind and visually limited children, the aids are designed to assist the child in exploration, discrimination, and recognition; spatial orientation and association of tactual symbology; likenesses and differences in tactual group symbols; word association and symbol integration; numerical enumeration and relationships; number sequencing and association; and understanding, application, and reinforcement of numerical time concepts. Appendixes contain general construction directions and braille diagrams for the aids. (LE)

ABSTRACT 10777

EC 01 0777 ED 025 058
Publ. Date 68 70p.

Scholl, Geraldine T.

The Principal Works with the Visually Impaired.

Council For Exceptional Children, Washington, D. C.

EDRS mf

Council For Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D. C. 20036 (\$2.00).

Descriptors: exceptional child education; visually handicapped; identification; program planning; day schools; residential schools; multiply handicapped; educational planning; public schools; resource centers; principals; children; student placement

Intended for principals of regular schools, the bulletin gives information for planning an appropriate educational experience for the visually handicapped child. Definition and identification of the visually handicapped child and the impact of a visual impairment on the child are discussed. Two types of educational programs, both residential and day schools are reviewed. Guidelines for selection, placement, and integration of the visually handicapped child into the regular classroom are suggested; children with additional disabilities are considered; and likely local, state, and national resources are mentioned. Chapters are followed by references or suggested supplementary readings. There are photographic illustrations, and two appendixes list organizations and give addresses for the directors of the regional Special Education Instructional Materials Centers. (LE)

ABSTRACT 10853

EC 01 0853 ED 014 193
Publ. Date Mar 67 85p.

Mallinson, George G.

Programmed Learning Materials for the Blind.

Western Michigan University, Kalamazoo

EDRS microfiche

OEG-7-0580-131

Descriptors: exceptional child research; programmed instruction; visually handicapped; sciences; braille; blind; science education; adolescents; instructional

materials; junior high school students; learning processes; programed materials; science instruction; science materials; science programs; stimulus devices

Designed as a preliminary investigation to determine the feasibility of using programed learning materials with blind students, this study developed four types of stimulus-response modes for programed instruction: audio stimulus-audio response, audio stimulus-braille response, braille stimulus-audio response, and braille stimulus-braille response. A pilot testing program revealed the braille stimulus-braille response mode was most appropriate. Tests determined that the most efficient braille stimulus-braille response format was a booklet in which the braille frame appeared on one page and the correct response on the next. The student responded with a braille writer or braille slate and stylus. Commercially developed programs for junior high school science were modified for use with blind students. Two 50-frame programs reproduced in braille were tested with 57 blind junior high school students. Results showed they could handle these programed materials in a reasonable amount of time and with a high degree of accuracy. Instructions were followed with minimal difficulty. Performance improved with second book. In modifying the program for use with the blind, 32 symbols were developed for the most frequently used science terms in order to reduce the bulk of braille materials. To determine whether blind students could discriminate among the symbols and between the symbols and braille, 43 blind students (grades 6 to 10) were given tests in the form of checkers and checkerboards which contained the various special science symbols. Student scores improved as IQ rose; junior high students scored better than sixth graders, high school students reacted negatively and did not do well. On second trials students required less time and scored fewer errors. The appendixes contain sample science programs on physical and chemical changes, symbols and formulas, and the plastids. (TM)

ABSTRACT 10858

EC 01 0858 ED N.A.
Publ. Date Dec 66 12p.
Sibert, Katie N.

The Legally Blind Child with Useful Residual Vision.

Stanislaus County Department Of Education, California
EDRS not available
International Journal For The Education Of The Blind; V16 N2 P33-44 Dec 1966

Descriptors: exceptional child education; visually handicapped; blind; partially sighted; children; public schools; special programs; instructional materials; testing programs; student placement; regular class placement; student evaluation; evaluation methods

The article describes the placement of 40 legally blind children with educationally useful residual vision in Stanislaus

County (California) public school programs for the visually impaired, 1953-66. Considerations in placing the children, with vision acuity from 20/200 to 20/400, include the following: medical diagnosis; educational implications; psychological, social, and educational background; manner of functioning; and individual needs. Criteria and kits developed to determine functioning and usable vision are provided. A list states 14 individual needs of visually handicapped children, and tables present data on all 40 children. Programs mentioned involve use of resource teachers, itinerant teacher service, and magnification devices. (JD)

ABSTRACT 10930

EC 01 0930 ED 026 774
Publ. Date 20 Jun 68 71p.
A Planning Study for a Cooperative State-Wide Orientation and Mobility Program for the Blind in Oregon. Project Report.
Multnomah School District Number 1, Portland, Oregon
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; state programs; program planning; visually handicapped mobility; blind; visually handicapped orientation; administration; mobility aids; travel training; cooperative programs; federal aid; partially sighted; state agencies; incidence; program descriptions; demography; program proposals; educational needs; school programs; guidelines; Oregon; Elementary and Secondary Education Act Title III; ESEA Title III

An introduction on blindness is followed by a summary of the initial planning grant proposal for cooperative statewide orientation and mobility program for blind children. Background, development, and utilization of mobility-orientation training are discussed in conjunction with educational programs, guide dogs, canes, mobility readiness, instruction, guidelines, and recent research. Four organizations described are the Special Services Section of the State Department of Education, the Portland Regional Facility for the Blind, the Oregon Commission for the Blind, and the Oregon State School for the Blind. Considered are the incidence and prevalence of blindness; out-of-state programs mentioned included Catholic Charities of Chicago, Hines Veterans Hospital, Detroit Public Schools, Fernald State School, and Perkins School for the Blind. Recommendations and proposed schedule of implementation, concluding statements, and time schedule of project events are presented; also included are a 41-item bibliography, the planning grant application, and letters of support. (LE)

ABSTRACT 10933

EC 01 0933 ED 026 777
Publ. Date 31 Aug 67 40p.
Thompson, William W.

The Establishment of a Systematic Program of Mobility Instruction for

Blind Persons in the District of Columbia. Final Report.

District Of Columbia Department Of Vocational Rehabilitation, Washington, D. C.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1415-D-66-C2

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; blind; partially sighted; home programs; mobility aids; travel training; attitudes; case records; visually handicapped orientation; demonstration projects; vocational rehabilitation; age differences; program evaluation; personal adjustment; Washington DC; District of Columbia

To train blind persons in the use of the long cane mobility technique and to reach a variety of clients, a demonstration used the trainee's home as a base of operation. Of 198 referrals during the 3-year project, 61 persons started training and 42 persons between the ages of 12 and 92 successfully completed the instruction. Trainees began to learn independent foot travel in their own homes, then moved to an unfamiliar indoor setting. Successful indoor mobility was followed by training outdoors in a quiet residential area with stress on mastering the mechanical aspects of cane manipulation. A semicongested area was visited next; the trainee learned to locate some stores and to ride a bus. The last phase of training was in a heavily congested area involving exposure to more distractions. Successful trainees were those who achieved a level of travel proficiency commensurate with their physical, emotional, or mental capacity. Case histories are included. (LE)

ABSTRACT 11060

EC 01 1060 ED N.A.
Publ. Date Feb 66 18p.
Ashcroft, Samuel C.; Harley, Randall K., Jr.

The Visually Handicapped. Chapter IV, Education of Exceptional Children.

George Peabody College, Nashville, Tennessee
EDRS not available
Review Of Educational Research; V36 N1 P75-92 Feb 1966

Descriptors: exceptional child research; visually handicapped; identification; etiology; technology; attitudes; psychological studies; cognitive processes; intelligence tests; testing; abstract reasoning; concept formation; educational programs; listening; braille; reading; writing; mathematics; visually handicapped mobility; partially sighted; blind; multiply handicapped; research reviews (publications)

A selection of work on the visually handicapped done between 1963 and 1965, the review covers major areas. Under general aspects, the following are treated: identification and definition, medical aspects, and technological research. Psychological aspects include attitudes, tests and appraisal, and abstract

functioning and concept development. Studies on education cover listening, braille reading and writing, sight utilization, mathematics, and mobility. Articles on the multiply handicapped are also reviewed. A summary, conclusions, and a 103-item reference list complete the article. (JD)

ABSTRACT 11065

EC 01 1065 ED 025 054
Publ. Date 67 111p.
Services for Children with Eye Problems. A Guide for Public Health Personnel.

American Public Health Association, Inc., New York, New York, Program Area Committee On Child Health; National Society For The Prevention Of Blindness, New York, New York National Center For Chronic Disease Control, Arlington, Virginia, Neurological And Sensory Disease Control Program

EDRS not available
N5503A64

The American Public Health Association, Inc., 1740 Broadway, New York, New York 10019.

Descriptors: exceptional child services; visually handicapped; identification; community programs; blind; partially sighted; clinical diagnosis; screening; incidence; program evaluation; organizations; vision tests; educational planning; community services; professional services; identification tests; prevention; community cooperation

One of a series dealing with community services for handicapped children, this guide for public health personnel gives problems common to all types of handicapping conditions, a general philosophy of community services, and an outline of guiding principles on which to base a community program. The topics covered are concepts, facts, causes, and prevention of eye defects and visual problems, including discussions of the numbers of eye-handicapped children and the availability of services needed; case finding, the locating of children in infancy, preschool, and school age groups; and vision screening and testing programs; and diagnosis and planning for care including such appraisals as psychosocial and educational evaluations. The following are also considered: treatment; guidance and education; special services and facilities, including practices in operating services for special education; the organization of community resources, including the integrating and coordinating of community services; research; and program evaluation. Two appendixes give vocabulary terms related to the eye and lists of national and state organizations for the visually handicapped. (IM)

ABSTRACT 11182

EC 01 1182 ED 027 666
Publ. Date 68 101p.
Lord, Francis E.; Blaha, Lawrence E.
Demonstration of Home and Community Support Needed to Facilitate Mobility Instruction for Blind Youth. Final Report.

California State College, Los Angeles, Special Education Center
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
DG-RD-1784-S

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; travel training; mobility aids; blind; parent attitudes; demonstration projects; individual instruction; followup studies; student evaluation; program evaluation; visually handicapped orientation; teacher role; case records

To study the needs for orientation and mobility training in Los Angeles County, project a comprehensive training program, and demonstrate a model service in representative regions, 51 blind adolescents (23 girls and 28 boys) ranging in age from 13 to 21 were given an average of 108 class periods of intensive, individual training by orientation and mobility specialists. Each instructor had five or six students; about 100 periods of instruction were found to be necessary to develop mobility skills. Parents' cooperation was solicited by conferences with the specialists and a parent training program. The tendency of parents to overprotect their blind children, especially their girls, was found to be a major limiting factor. The students tended to have a limited knowledge of their environment, were lacking in physical development, and made limited use of the training because they had developed few travel needs beyond their homes and the school. Included are discussions of related projects, case histories, and copies of evaluation and followup forms. (LE)

ABSTRACT 11183

EC 01 1183 ED 027 667
Publ. Date Oct 68 31p.
Special School Programs for Visually Handicapped Children.
Office Of Education (DHEW), Washington, D. C. Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; directories; blind; partially sighted; educational programs; special schools; public schools; school districts; United States

Listed are public and private schools and school systems in the United States employing one or more special teachers to work full time with visually handicapped children. Schools and districts are listed with addresses for states and the District of Columbia and are classified for blind and/or partially seeing children. (LE)

ABSTRACT 11275

EC 01 1275 ED N.A.
Publ. Date 66 42p.
Seamons, Gloria R.
Swimming for the Blind.
Brigham Young University, Provo, Utah
EDRS not available

Descriptors: exceptional child education; visually handicapped; physical education; program planning; teaching methods; blind; program guides; activities; facilities; equipment; skills; personnel; teaching procedures

The guide presents a program of swimming instruction for the blind. The mechanics of program organization discussed include facilities, equipment, teaching aids, personnel, instruction, and objectives. Swimming kills and activities described are skill progression, drills, orientation and water adjustment, head position, breathing progression, floats and glides and kick glides, safety skills, strokes, finning and sculling, change of position and direction, treading water, water entries, and special activities. A master program of 12 lessons is outlined. Fifty-two items (10 of them unpublished) are listed in the bibliography. (BW)

ABSTRACT 11316

EC 01 1316 ED 016 322
Publ. Date 66 196p.
Margach, Charles And Others
Proceedings of the Conference on Aid to the Visually Limited (Washington, D.C., March 24-25, 1966).
American Optometric Association, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; etiology; job placement; identification; vocational rehabilitation; visual perception; federal programs; community programs; social services; financial services; large type materials; medical treatment; sensory aids; prevention; statistical surveys; partially sighted; blind; electromechanical aids; medical services; braille; ophthalmology; research needs; federal legislation; reading machines; American Optometric Association

Called to identify and meet the needs of the visually handicapped, the conference considered the problems of identifying and defining the visually limited with implications for placement in vocations and vocational training. Papers on serving the visual needs of the visually limited describe ocular pathologies, vision care, degree of vision related to vocation, and nonvisual reading devices. Also discussed are social and economic services including medical assistance, prevention of blindness, large print books, and community and federal programs of assistance. Information on problems in identifying the visually limited in a statistical sense and on methods of communicating services to them is included. Research in clinical optometry, psychology of the use of low vision aids, development of sensory aids, and implications for future service are considered, and information is given on continuing federal programs, voluntary community action, and group health insurance. (KH)

ABSTRACT 11319

EC 01 1319 ED 016 327
Publ. Date 66 241p.
Buell, Charles E.

Physical Education for Blind Children.

EDRS not available

Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 (\$9.00).

Descriptors: exceptional child education; visually handicapped; physical education; curriculum; recreation; blind; children; case studies (education); residential schools; day schools; leisure time; games; children's games; classroom games; primary grades; secondary grades; intermediate grades; achievement rating; athletics; athletic programs

A practical rather than a theoretical reference guide, the book discusses the need of the blind or visually impaired child for physical education. Past and present programs in public and residential schools, recreation and leisure time activities (a guide for parents), sports and interscholastic competition, active games, contests, relays, and wrestling are described. The study also considers physical fitness, achievement scales, and grade levels. An appendix lists successful blind teams and athletes and several exercises and tests. (KH)

ABSTRACT 11370

EC 01 1370 ED N.A.
Publ. Date 68 32p.

Wood, Maxine

Blindness—Ability, Not Disability.

Public Affairs Committee, Inc., New York, New York

EDRS not available

Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 (\$0.25).

Descriptors: exceptional child services; visually handicapped; etiology; incidence; legislation; blind; partially sighted; rehabilitation centers; attitudes; library services; mobility aids; sensory aids; insurance programs; travel; prevention; vocational rehabilitation; sheltered workshops

Estimates of the number of blind people, definitions of legal and functional blindness, and important causes of blindness are discussed. Rehabilitation services for the blind are delineated, including vocational training, sheltered workshops, special teachers, and rehabilitation centers. Special provisions of the Social Security and income tax laws and additional aids to the blind, such as braille, records, tapes, and large type books are presented. A list of nine organizations for the blind is included. (RP)

ABSTRACT 11555

EC 01 1555 ED N.A.
Publ. Date 64 199p.

Biennial Convention of the American Association of Instructors of the Blind, Inc. (47th, Perkins School for the Blind, Watertown, Massachusetts, June 21-25, 1964).

Perkins School For The Blind, Watertown, Massachusetts
American Association Of Instructors Of The Blind, St. Louis, Missouri
EDRS not available

American Association Of Instructors Of The Blind, Inc., 2363 South Spring Street, St. Louis, Missouri 63110.

Descriptors: exceptional child education; visually handicapped; multiply handicapped; teaching methods; instructional materials; blind; instructional aids; sensory aids; partially sighted; administration; units of study (subject fields); ancillary services; conference reports; committees; professional associations; workshops; deaf blind; mathematics instruction; education trends; braille; programed instruction; American Association of Instructors of the Blind

The proceedings include an address on directions in special education and panel discussions on research on technical devices, the multiple handicapped blind child, limited vision and low vision aids, approaches to mathematics instruction, and illustrations and educational devices for the blind. A demonstration project by deaf-blind pupils is described, and the Association's business and reports are presented in full. Workshop summaries are also provided in various areas of administration and supervision, classroom teaching, special subject areas, and complementary services. Association information is provided by the membership roster, the constitution and bylaws, and the policy statement. (JD)

ABSTRACT 11677

EC 01 1677 ED 030 232
Publ. Date 68 185p.

Lowenfeld, Berthold And Others

Blind Children Learn to Read.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$8.50).

Descriptors: exceptional child research; visually handicapped; reading achievement; reading instruction; braille; blind; national surveys; teaching methods; residential schools; intelligence differences; preschool children; reading readiness; teacher role; student evaluation; grade 4; grade 8; individual characteristics; reading comprehension; reading speed; public schools; research reviews (publications)

Three hundred sixty-two questionnaires concerning braille reading instruction were completed by teachers in all 50 regular residential schools for the blind in the United States and in 258 local schools. Results revealed a considerable uniformity of methods. Two hundred blind students in grades 4 and 8 of local and residential schools were questioned concerning personal characteristics and reading behavior, and tested with the reading section of the Sequential Tests of Educational Progress and reading comprehension section of the Stanford Achievement Tests. Reading comprehension of the blind subjects, compared to that of seeing children, was at least equal in grade 4 and superior in grade 8. Reading rates for grade 4 were 84 words per minute in local schools and 72 in residential schools (not a statistically significant difference) and for grade 8

were 149 in local schools and 116 in residential schools (a significant difference). The book also includes a history of Louis Braille and his system, reviews basic research on braille reading, and discusses readiness for learning to read, the teacher's role in the reading program, and special problems in braille reading. Eighty-seven references are listed. (LE)

ABSTRACT 11737

EC 01 1737 ED N.A.
Publ. Date 66 74p.

Educational Programs for Visually Handicapped Children.

Office Of Education (DHEW), Washington, D. C.

EDRS not available

Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.30).

Descriptors: exceptional child education; visually handicapped; administration; national surveys; school organization; educational programs; student placement; residential schools; special services; teacher role; teacher certification; admission criteria

A nation-wide survey on program and placement practices for visually handicapped children from 353 special local public school programs and 54 residential schools which employed one or more full-time teachers of visually handicapped children during the 1962-63 school year is reported. Information is classified according to grade level, type of organizational pattern, type of child served, and size and type of school system. Both regional and historical comparisons are given. Contents include the evolving organizational patterns, pupil classification and placement practices, availability of special services, and implications. The appendix includes the reproduction of the survey form and a report of the obtained information in table form. (LE)

ABSTRACT 11983

EC 01 1983 ED 031 016
Publ. Date 30 Apr 69 75p.

Final Report to Social Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C.

Massachusetts Institute Of Technology, Cambridge, Sensory Aids Evaluation Development Center

Vocational Rehabilitation Administration (DHEW), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; sensory aids; pilot projects; braille; agency role; mobility aids; advisory committees; equipment evaluation; athletic equipment; magnetic tapes; electronic equipment; computers; DOTSYS; Electrified Perkins Braille; Lindsay Russell Path Sounder; Sound Source Bail

Projects and activities reviewed include the DOTSYS production of the first braille book from teletypewriter input, the use of DOTSYS, mechanical and electronic features of the high speed braille

embosser developed at the Massachusetts Institute of Technology, and the pilot demonstration program for Perkins School for the Blind. Also surveyed are the following: the crooked handle folding cane project (design changes on the cane and evaluation process and questionnaire); the electrified Perkins brailier (explanation and development, electronic design, and mechanical features); the path sounder; and the sound source ball. Proposed work for calendar year 1969 is outlined including the embosser field test and evaluation, straight handle folding cane, electrified Perkins brailier evaluation, path sounder evaluation, and sound source ball demonstration. Also summarized are the administrative structure; industrial cooperation with the center; seminars, presentations, conferences, and publications; and special conferences. Seven appendixes are provided. (JD)

ABSTRACT 20120

EC 02 0120 ED N.A.
Publ. Date Sep 65 10p.
Powers, Margaret Hall And Others
Utilization of Medical Information in School Planning for Visually Handicapped Children.
EDRS not available
Exceptional Children; V32 N1 P5-14
Sept 1965

Descriptors: exceptional child education; visually handicapped; identification; program planning; blind; partially sighted; etiology; incidence; admission criteria; clinical diagnosis; medical evaluation; evaluation criteria; evaluation techniques; personnel; school organization; referral; Chicago; Illinois

The use of medical information by the Chicago Public Schools in planning for visually handicapped children is discussed, including the sources of case referral, the eye report form adapted from the form being developed by the National Society for the Prevention of Blindness, and the source of eye reports. Medical criteria for placement in a special program are considered, as are total evaluation, case staffing, planning, and the organization and scope of the programs. The programs for the blind and partially seeing are described; the classification of ocular causes for decreased vision or blindness is presented. Tables provide an analysis of the sources of eye reports, define the organization and scope of the program, enumerate the causes of decreased vision or blindness in visually handicapped children enrolled in the special classes, and rank causes in order of incidence. (JD)

ABSTRACT 20142

EC 02 0142 ED N.A.
Publ. Date Aug 69 8p.
Wessell, Margery Hayes
A Language Development Program for a Blind Language-Disordered Preschool Girl: A Case Report.
EDRS not available
Journal Of Speech And Hearing Disorders; V34 N3 P267-74 Aug 1969

Descriptors: exceptional child research; visually handicapped; language handicapped; case studies (education); language development; multiply handicapped; eating habits; teaching methods

The case report describes diagnostic examinations and a therapy program for a 3.9 year old congenitally blind girl. She received therapy three times per week for 8 months to develop meaningful associations, stimulate imitation and use of language, and stimulate any residual vision. Areas treated were body concepts, shapes and forms, textures, sound direction discrimination, expansion of environment and increasing independence, and eating habits. Substantial progress was reported. Recent reports indicated that the child is enrolled in a preschool day-care center in preparation for later school experience. (JB)

ABSTRACT 20189

EC 02 0189 ED 031 857
Publ. Date Apr 68 45p.
Visually Handicapped.
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; visually handicapped; conference reports; multiply handicapped; state programs; cooperative programs; teacher education; sensory aids; prevocational education; college preparation; teacher education curriculum; abstracts

Presentations on the visually handicapped include the following: curriculum for teachers of the visually handicapped by Evelyn Rex; a preparatory college program for visually impaired students by Walter Fitzgibbon; prevocational planning and rehabilitation for the visually handicapped by Mary Bowman; New Jersey's organization, cooperation and coordination of programs for visually handicapped by Vahram Kashmanian; teacher education by Clarice Manshardt; and research, development trends, and translation into practice of sensory aids by Leslie Clark. Abstracts included in the selection are: multiply impaired blind children as a national problem by Milton Graham; state organization, cooperation and coordination of programs for visually handicapped by Robert Cain; and teacher preparation for multi-handicapped children by Philip Hatlen. This unit of reports is available in microfiche. (WW)

ABSTRACT 20525

EC 02 0525 ED N.A.
Publ. Date 66 69p
Itinerant Instruction in Orientation and Mobility for Blind Adolescents in Public Schools.
Alameda County Public Schools, Hayward, California
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available

Superintendent Of Schools Of Alameda County, 224 West Winton Avenue, Hayward, California 94544.

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; visually handicapped orientation; blind; adolescents; high school students; demonstration programs; program evaluation; student evaluation; special services; program administration

In 1963 a mobility and orientation instruction program for blind adolescents was begun in two California counties to demonstrate an administrative plan. Students in the program remained within their local framework of class schedules and the two instructors functioned as local staff members within each district. Students had as many as 5 lessons, 40 to 60 minutes in length, each week. Canes and tactual maps were used to develop their orientation, and most instruction was given off school campus. Students learned the neighborhood they lived in, the route to school, and how to cross streets; they were rated periodically during the program by their own instructor and by an orientation-mobility expert. It was found that boys exceeded girls in mobility-orientation achievement; girls received less training; and girls were less motivated and seemed to have a more flacid musculature. Secondary school teachers were strongly in favor of the program but felt it should be started with younger students. The program showed that orientation-mobility on an itinerant basis was feasible administratively and financially and was successful with students. There are brief summaries of the 50 students' accomplishments, and several maps of the areas served. (LE)

ABSTRACT 20639

EC 02 0639 ED N.A.
Publ. Date 66 189p.
Crawford, Fred L.
Career Planning for the Blind; A Manual for Students and Teachers.
Hadley School For The Blind, Winnetka, Illinois
Rehabilitation Services Administration, (DHEW), Washington, D. C.
EDRS not available
Farrar, Straus, And Giroux, Inc., 19 Union Square West, New York, New York 100 3 (\$3.95).

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; community resources; employment practices; occupational guidance; blind; career planning; vocational counseling; job market; self evaluation; occupational information; retirement; employment opportunities; vocational adjustment; adjustment (to environment)

Developed for use by blind persons and helpful to vocational counselors, the text includes information on careers, the labor market and the world of work, occupational choice, factors which contribute to individual success, the effect of blindness on the development of a career, community resources available

to assist in career planning, measurement and evaluation of skills, occupational information, techniques for self appraisal, laws and customs governing employment in the U.S., skills for job attainment, resources available for assistance in getting a job, personal factors bearing on success, new careers in business or self employment, and planning for retirement. There are 65 items in the bibliography and a workbook of lesson assignments for each chapter. This book is also available in braille and recorded form. (L.E)

ABSTRACT 20832

EC 02 0832 ED 032 699
 Publ. Date Aug 69 62p.
A Demonstration Project on Developing Independence in Preschool Visually Handicapped Children.
 Allegheny County Schools, Pittsburgh, Pennsylvania
 Office Of Education (DHEW), Washington, D. C.
 EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; preschool education; case studies (education); self care skills; body image; space orientation; socialization; teaching methods; individual instruction; behavior rating scales; parent education; program costs; professional personnel; screening tests; student evaluation

Seven preschool blind children participated in a 6-week program for developing independence in these areas: movement in space, self help skills, effective use of residual vision, socialization, and body image. Children were provided with a variety of activities, were encouraged to do things for themselves, and were accompanied by an aide who helped them express themselves and who assisted in carrying out the teachers' programs. Parent education meetings were held, and caseworkers provided counseling. Case studies of the children indicate improvements in self help and other skills; each child was evaluated on three scales for blind children which indicated an increased number of items able to be completed for most of the children. Reports of professional visitors were favorable. Information on the staff, cost of the program, and dissemination is provided; the three evaluation scales, as well as behavioral observations, are included. (RJ)

ABSTRACT 20980

EC 02 0980 ED 033 520
 Publ. Date 66 208p.
 Case, Maurice
Recreation for Blind Adults.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 67203 (\$8.75).

Descriptors: exceptional child services; visually handicapped; recreation; adults; incidence; social work; individual characteristics; handicrafts; dance; dramatics; group activities; language arts; music activities; recreational activities; socialization; leadership qualities; volun-

teers; administration; program planning; administrative policy

The effects of blindness in adults, activity programs, and the administrative technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as introduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

ABSTRACT 21479

EC 02 1479 ED 034 357
 Publ. Date 69 51p.
 Huff, Roger And Others
Special Problems, Special Solutions; Handbook for Teachers of the Visually Handicapped.
 Georgia State Department Of Education, Atlanta, Division Of Special Education And Pupil Personnel Services
 EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; educational programs; multiply handicapped; braille; teacher aides; special services; instructional materials; instructional staff; administration; sensory aides; Georgia

Discussed in the handbook are the definitions and standards of eligibility for the special education program, the organization of the program (resource teachers, itinerant, multisystem, and multiply handicapped programs), and the problems if no special teacher is available. Information is given on special materials: registration of the legally blind, materials available on federal quota, methods of ordering them, repair of brailers, the instructional materials reference center, library facilities, and large print books. Also detailed are requirements for teacher certification and job descriptions of the local director, principal, regular teacher, resource/itinerant teacher, aides, mobility specialists, other school personnel, and consultants. The responsibilities of the Georgia school system and the library for the blind and physically handicapped are mentioned. Also considered are the needs for interested teachers, adequate materials, and an imaginative approach. (JM)

ABSTRACT 21536

EC 02 1536 ED N.A.
 Publ. Date Feb 70 7p.
 Pumo, Benjamin J.
Prevention of Vocational Disabilities Through Comprehensive Planning.

EDRS not available
 New Outlook For The Blind; V64 N2 P53-9 Feb 1970

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; vocational counseling; vocational education; occupational guidance; community cooperation; program planning; counselor role

Concerned with the prevention of vocational disabilities for the blind the article explores the role of the vocational consultant, the need for improved use of existing resources and the interdisciplinary approach, immediate and future demands which must be met, an occupational information center program, the conference held on Careers Unlimited, and vocational disability prevention. Basic principles applicable to most urban communities are listed, and characteristic situations are described. (RD)

ABSTRACT 21609

EC 02 1609 ED N.A.
 Publ. Date Mar 70 13p.
 Tobin, M. J. And Others
Programed Learning for the Blind; Some Exploratory Studies.
 EDRS not available
 Education Of The Visually Handicapped; V2 N1 P11-23 Mar 1970

Descriptors: exceptional child research; visually handicapped; programed instruction; educational methods; braille; science instruction; social studies; teaching machines; England

Six studies on programed learning for the blind are presented. The research is concerned with using programed instruction for teaching braille (two studies using two different programs), a project to develop and construct a braille teaching machine, use of a branching program to teach social studies, testing a science program, and evaluating the effectiveness of braille and audio presentation of programed materials. Each study is briefly described and tables of results presented. The general conclusions reached were that programed instruction is effective in teaching the visually impaired, that programing may be of value in all curriculum areas, and that in many cases programs for the sighted may be readily adapted for use with the visually handicapped. (JM)

ABSTRACT 21974

EC 02 1974 ED 036 953
 Publ. Date Jan 69 72p.
Orientation and Mobility for Blind Adolescents in Public Schools.
 Alameda County School Department, Haywood, California
 Rehabilitation Services Administration (DHEW), Washington, D. C.
 EDRS mf,hc
 RD-1168

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; visually handicapped orientation; program administration; student evaluation; sex differences; personnel; special programs; mobility aids;

tactile adaptation; travel training; blind; case records; program evaluation; success factors

Several school districts participated in a project providing orientation and mobility instruction to 50 visually handicapped students. Students received four to five lessons a week and were instructed in long cane usage. Tactual maps were used for orientation. Evaluation by their instructor and an outside expert rated 21 of 27 students as having increased in number and percent of correct behaviors. Information is provided concerning administration, staff, special aspects of the program, and psychological data; conclusions and recommendations are presented. Case records are included for all 50 students; the cane checklist, authorizing legislation, relevant forms, and mileage reimbursement policies are appended. (JD)

ABSTRACT 22116

EC 02 2116 ED 024 076
Publ. Date Mar 68 10p.

Manaster, Al; Kuchuris, Sue
Experiential Methods in a Group Counseling Program with Blind Children.

American Society Group, Psychotherapy And Psychodrama, Beacon, New York
EDRS mf, hc

Paper Presented At The American Society Group, Psychotherapy And Psychodrama 27th Annual Conference (New York, New York, March 30, 1968).

Descriptors: exceptional child research; visually handicapped; adolescents; group counseling; group experience; sensitivity training

The paper has tried to describe some of the experiential techniques and methods used in a group counseling situation with blind adolescents. Also, it shows that by using these methods, the group advanced a little further and a little faster than might otherwise have occurred. During the clinical services meetings, the other group leaders stated that their groups were often avoiding confrontations of their feelings, while we were able to state that members of our group sometimes overwhelmed us with their insights. Possibly, this was because these techniques kept the members alert and involved, showed them that we were interested and would let them do and say things that would normally have been forbidden, and let them know that we wanted to offer a chance to experience new things. Because of this, their reactions and interactions were more spontaneous and off-guard. (Author)

ABSTRACT 22205

EC 02 2205 ED 037 857
Publ. Date 69 343p.

Directory of Agencies Serving the Visually Handicapped in the United States. Sixteenth Edition.

American Foundation For The Blind, New York, New York

EDRS not available
American Foundation For The Blind,

Inc., 15 West Sixteenth Street, New York, New York 10011.

Descriptors: exceptional child services; visually handicapped; directories; agencies; financial support; library services; rehabilitation centers; community services; school services; state agencies

Presented are names and addresses of agencies for the visually handicapped offering financial assistance, educational services (local and residential schools), library services, rehabilitation services, and local services in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Each major entry includes a brief description of the scope of services. (JM)

ABSTRACT 22279

EC 02 2279 ED N.A.
Publ. Date Jun 70 12p.

Schon, Donald A.
The Blindness System.

EDRS not available

New Outlook For The Blind; V64 N6
P169-80 Jun 1970

Descriptors: exceptional child services; visually handicapped; human services; administrative problems; organization; agency role; information needs

Having defined the blindness system as the network of all visually handicapped persons, agencies and groups (private and public) which serve them, all training and research that affects this group of handicapped, and all laws and policies concerning services to this group, the article describes the problems and possibilities of the system. Topics discussed include the problem of correct data, the mismatch of services and clients, the lack of needed service to all, the need for common organization, and the need for financing studies. Suggested areas of improvement are more innovative research, new methods of integrated service, the dissemination of proven techniques and information, and decentralization of user service control. (JM)

ABSTRACT 22284

EC 02 2284 ED N.A.
Publ. Date Jan 70 11p.

Viskant, Kathryn
Cooperative Homemaking Program in Illinois.

EDRS not available

Rehabilitation Teacher; V2 N1 P19-29
Jan 1970

Paper Presented At The A.A.W.B. Convention (Chicago, Illinois, July, 1969).

Descriptors: visually handicapped; tutoring; homemaking skills; staff orientation; visiting homemakers; cooperative programs

The development of the cooperative homemaking program for the visually handicapped is described. Agency cooperation results in blind persons in 26 counties having tutors who conduct classes in cooking, sewing, and other homemaking skills. Orientation is provided to staff and coordinators. (RJ)

ABSTRACT 22367

EC 02 2367 ED N.A.
Publ. Date 65 15p.

Helping the Partially Seeing Child in the Regular Classroom.

National Society For The Prevention Of Blindness, Inc., New York, New York

EDRS not available

National Society For The Prevention Of Blindness, Inc., 16 East 40th Street, New York, New York 10016 (\$0.10).

Descriptors: exceptional child education; visually handicapped; educational needs; partially sighted; visual environment; classroom arrangement; instructional materials; educational equipment; individual needs; regular class placement; identification; teaching guides

Suggestions are made for helping the partially sighted child in the regular classroom. Checklists and recommendations are provided for behavior patterns, using the health record, visual environment, and seating arrangement. Consideration of the use of materials and equipment covers reading, writing, tape and large type typewriters, low vision aids, maps and globes, pencils, pens, paper, teaching methods, assignments, eye health and safety, and psychological and achievement tests. Also outlined are the following topics: considering the individual child, eyes and their use, and guidance and counseling. Four references, two films, nine publications, and nine myths and facts about vision are listed. (JD)

ABSTRACT 22481

EC 02 2481 ED N.A.
Publ. Date (68) 43p.

Dickinson, Raymond M.

Mobility Training for the Visually Handicapped: A Guide for Teachers.

Illinois Department Of Children And Family Services, Springfield

Illinois Office Of Public Instruction, Springfield

EDRS not available

Illinois Office Of Public Instruction, 316 South 2nd Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; visually handicapped mobility; parent teacher cooperation; parent education; space orientation; anxiety; sensory aids; activities; behavior; agencies; services

Designed to provide information to parents on mobility training for the visually handicapped, the booklet discusses terminology, home learning processes, the introduction to the outside world, fears and anxieties, and parent-teacher cooperation. Ideas are also provided on posture and gait, learning space relationships, using sensory clues, familiarization, orientation and mobility skills, and formal mobility training. Appendixes contain information on types of behavior, activities, environmental awareness, agencies and resources for the blind, exercise sets on recordings, and references. (JM)

ABSTRACT 22482

EC 02 2482 ED N.A.
Publ. Date (68) 33p.

Dickinson, Raymond M.

Orientation and Mobility for the Visually Handicapped: A Guide for Parents.

Illinois Department Of Children And Family Services, Springfield
Illinois Office Of Public Instruction, Springfield
EDRS not available
Illinois Office Of Public Instruction, 316 South 2nd Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; visually handicapped orientation; visually handicapped mobility; services; readiness (mental); parent education; social adjustment; childhood needs

Orientation and mobility training suggestions are offered to parents of visually handicapped children. Discussed are available services, recognizing the infant's needs, adventitious loss, encouraging exploration in the home and outdoors, social adjustment, and mental and physical stimulation. Also of concern are school preparation, orientation and mobility training at the elementary, junior high, and high school levels, and the assistance that parents can provide. (JM)

ABSTRACT 22541

EC 02 2541 ED 038 811
Publ. Date Mar 70 85p.
Halliday, Carol

The Visually Impaired Child: Growth, Learning, Development-Infantcy to School Age.

Instructional Materials Reference Center For Visually Handicapped Children, Louisville, Kentucky;
American Printing House For The Blind, Louisville, Kentucky
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf, hc
OEG-2-6-062289-1582(607)
BR-272036

Descriptors: exceptional child education; visually handicapped; child development; preschool children; multiply handicapped; learning readiness; instructional materials; special services; learning processes; physical development; social development; self care skills; intellectual development; emotional development; language development; perceptual motor coordination; personal growth

Addressed to both professionals and parents, the handbook delineates visual impairment and discusses child growth with reference to the visually handicapped. Development in the visually impaired of self care skills and along physical, social/personal, intellectual, and emotional lines is described and contrasted to that of the normal child. Also, school readiness problems for visually and multiply handicapped children are discussed. Materials and services are considered and their sources listed. (JD)

ABSTRACT 22583

EC 02 2583 ED N.A.
Publ. Date May 70 17p.
Zimmerman, David R.
Shall We Have Seeing Aids for the Blind?
EDRS not available
Rehabilitation Teacher; V2 N5 P3-19
May 1970

Descriptors: exceptional child services; visually handicapped; sensory aids; prostheses; blind; tactile adaptation; electrical stimuli; stimulus devices; visualization; phosphenes

Experiments and progress in the development of artificial sight for the blind are reviewed. Explained is the work of neurophysiologist Dr. Giles M. Brindley who has successfully implanted an electrode grid in a blind woman's skull. Described are tiny radio transmitters to convey a signal to corresponding receivers located under the scalp, which in turn are attached to the 80 electrode stimulators. An electric shock to the visual cortex will reportedly illuminate elemental phosphenic light points, which can be organized into images. Other new sight substitutes discussed are a grid of vibrating tactile stimulators, whereby a blind person can perceive images transmitted through nerves in the skin of the back; the use of computers and light spot programs; an amauroscope, which uses the trigeminal facial nerves to carry signals to the brain's visual centers; and reading machines. (KW)

ABSTRACT 22716

EC 02 2716 ED 039 658
Publ. Date Nov 69 181p.
Smith, Clyde Raymond

An Analysis of the Effectiveness of a College Preparatory Program for the Visually Impaired.

Arkansas Enterprises For The Blind, Inc., Little Rock
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child research; visually handicapped; college preparation; success factors; program effectiveness; college freshmen; blind; self concept; anxiety; counseling; summer programs; prediction; skill development; vocational education; self evaluation; student attitudes

A 9-week summer college preparatory program for the visually impaired provided counseling and training in academics, mobility, and skill and vocational areas. To determine its effectiveness, tests were administered to its 27 participants and to 18 controls. Results indicated that self concept was a significant variable in discriminating between the two groups and in predicting students likely to persist through the freshman year. The semantic differential techniques also rendered data significant both as a discriminator and a predictor. Anxiety was found not to be significant; attrition was greatest among the 18 controls. (Author/JD)

ABSTRACT 22766

EC 02 2766 ED N.A.
Publ. Date 63 55p.
Jones, John Walker
The Visually Handicapped Child at Home and School.
Office Of Education (DHEW), Washington, D. C.

EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: exceptional child education; visually handicapped; administration; program planning; educational needs; family environment; identification; school role; school planning; instructional aids; instructional materials; self care skills; information sources

Discussion of the visually handicapped child at home includes the parent counseling program, levels of expectation, enriching and supplementing school experiences, and the older child. An analysis of the child at school presents information on vision screening, identification, what the school should know about the child, trial placement, and basic instructional needs. Development of a school program includes a definition of the role of the state department of education, organizational plans, qualifications of the special teacher, and factors affecting program planning. Also discussed are sources of special books and aids, distribution of educational aids, and low-vision optical aids. Charts give numbers of school systems with special programs, visually handicapped school children, and readers of braille. Appendixes include sources of professional literature, an eye examination report form, and acknowledgements. (LE)

ABSTRACT 22844

EC 02 2844 ED N.A.
Publ. Date 62 15p.
Moor, Pauline M.

A Blind Child, Too, Can Go To Nursery School.

EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 (\$0.25).

Descriptors: exceptional child education; visually handicapped; preschool children; educational methods; program planning; nursery schools; adjustment (to environment); instructional materials; readiness (mental); regular class placement; individual programs

The report discusses preschool blind children who have attended nursery schools with sighted children. Benefits were that the blind children gained independence, school learning carried over to the home, attitudes about self were generally good, and there were no detrimental effects on the other children who gained a sense of responsibility and desire to be helpful. Topics of concern are admission, questions of the nursery teacher, interpretation of the child's needs, introducing the blind child to school, participation in activities, performance, preparing the other children

for a blind child, techniques used by teachers, standards of readiness, and an evaluation. (LE)

ABSTRACT 22925

EC 02 2925 ED N.A.
Publ. Date 59 107p.

Abel, Georgie Lee

Concerning the Education of Blind Children.

EDRS not available

American Foundation For The Blind,
15 West 16th Street, New York, New
York 10011 (\$1.00).

Descriptors: exceptional child services; visually handicapped; educational needs; community programs; preschool children; residential schools; public schools; educational planning; volunteers; educational programs

Included are discussions of the needs and resources of the preschool child, the role of the residential school, the role of the public school system in the education of blind with sighted children, the itinerant teaching program, the growth of the resource room, and volunteer services. Additional papers are concerned with clay modeling, community resources available to blind children, language concerning blindness, and problems and trends in the education of blind children and youth. The papers may be useful to students in the education of blind children, new teachers of the blind, and parents or citizens' groups concerned with planning services for blind children. (LE)

ABSTRACT 23097

EC 02 3097 ED N.A.
Publ. Date Feb 70 12p.

Stern, Mildred F.

Coordination of Casework and Rehabilitation Teaching Services.

EDRS not available

Rehabilitation Teacher; V2 N2 P3-14
Feb 1970

Paper Presented At The Convention Of
The A.A.W.B. (Chicago, Illinois, July
1969).

Descriptors: exceptional child services; visually handicapped; rehabilitation; caseworkers; blind; counseling; social services; community agencies

The utilization of social casework services and rehabilitation teaching together in meeting the needs of blind persons is discussed. Detailed are the functions and procedures of each profession and coop-

erative efforts are urged in solving the problems faced by blind persons and their families. Examples are given illustrating the specific areas of competence in which each is trained to assist a blind individual, as well as cases in which the social worker and rehabilitation teacher can be concurrently involved. Use and coordination of the skills of both professions in a team approach is presented as the only means of providing comprehensive services to the blind. (KW)

ABSTRACT 23205

EC 02 3205 ED N.A.
Publ. Date 57 99p.

Pelone, Anthony J.

Helping the Visually Handicapped Child in a Regular Class.

Columbia University, New York,
Teachers College

EDRS not available

Teachers College Press, Columbia Uni-
versity, 1234 Amsterdam Avenue, New
York, New York 10027 (\$1.75).

Descriptors: exceptional child education; visually handicapped; regular class placement; student adjustment; partially sighted; blind; curriculum; instructional materials; educational equipment; teaching methods

Practical information concerning regular class placement of partially sighted and blind children is presented. Eye conditions and resulting limitations are listed, and use of optical aids for residual vision are discussed. Separate sections on the partially sighted child and the blind child in regular classes treat the following aspects: understanding the child, roles of school personnel, the classroom setting, general provisions for the child, curriculum adaptations. Appendixes include a glossary of eye terms and equipment and materials for partially sighted and blind children in the regular class. (MS)

ABSTRACT 23381

EC 02 3381 ED N.A.
Publ. Date 67 56p.

Instruction in Music for Visually Handicapped Children. Volume I.

Governor Morehead School, Raleigh,
North Carolina

EDRS not available

Governor Morehead School, 301 Ashe
Avenue, Raleigh, North Carolina 27605.

Descriptors: exceptional child education; visually handicapped; music; in-

structional programs; curriculum; music education; vocal music; music appreciation

The volume contains the general plan of instruction in the field of music at The Governor Morehead School, where the purpose of music instruction is to develop appreciation of all types of music. The first section deals with music in the early, middle, and late elementary grades, materials needed, junior and senior high school choruses, and individual voice instruction. The other two sections cover piano and organ instruction, from introduction to advanced study. Presented for each category in all three sections are general and specific objectives, and procedures and experiences (including recommended songs and records to use). A second volume is planned, covering instruction in orchestral and band instruments. (KW)

ABSTRACT 23388

EC 02 3388 ED N.A.
Publ. Date Aug 64 20p.

Lobenstein, John H. And Others

A Curriculum for the Residential Visually Handicapped Child.

Southern Wisconsin Colony And Training
School, Union Grove;

Wisconsin State Department Of Public
Welfare, Madison

EDRS not available

Superintendent, Southern Wisconsin
Colony And Training School, Union
Grove, Wisconsin.

Descriptors: exceptional child education; visually handicapped; residential programs; curriculum guides; residential schools; self care skills; social adjustment; hygiene

The curriculum used for the residential visually handicapped children at Southern Wisconsin Colony and Training School is described in outline form. Experiences are provided which help the visually handicapped child to gain a better knowledge of the realities around him, to acquire confidence, and to participate in pleasurable activities. The experiences offered are centered around situations of daily living. Specific topics discussed are: self care, self help, body usage, social adjustment, basic knowledge, and self expression. The aims and objectives of each topic are listed with skills needed, achievements required, and examples of the activity or equipment used to teach the skills. (GD)

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